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ABSTRACT

Methods are offered for developing college-level peace and world order programs designed to stimulate critical problem identification and creative problem solving and to equip students for the political complexities of the struggle for peace. The manual is organized into four sections. Section 1 contains four essays by students in peace and world order studies at Princeton, Columbia, Rutgers, and the American University. The essays emphasize ways in which the programs have changed student perceptions. Section 2 contains five articles on organizing an interdisciplinary peace studies curriculum, creating a campus-wide program, finding sponsors for activities, presenting proposals, and working with other professors. Section 3 describes model programs at the School for International Training, Georgetown University, University of Iowa, and Colgate University. Topics include experiential world order studies, the interdisciplinary major in peace studies, certificates in global studies, and brief course descriptions. Section 4 describes the organization of peace and world order studies at the Catholic University of America. A list of similar programs in colleges and universities in the United States is provided. (KC)

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Project for Global Education

ORGANIZING FOR PEACE AND WORLD ORDER STUDIES:

A Guide of Strategies and Methods

Sponsored by:
Institute For World Order

In Cooperation With:

Consortium on Peace Research, Education and Development
Global Education Associates
Institute For Policy Studies
World Federalists Association

U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION
Project for Global Education ..... p. 2
Why Global Education? ..... p. 4

STUDENT VOICES
Julia Philipp, Princeton University ..... p. 5
John Siegel, Columbia University ..... p. 6
Shawn Gilford, Rutgers University ..... p. 7
Barbara Wien, the American University ..... p. 8

ORGANIZING PROGRAMS
How to Organize a Peace Studies Curriculum, by George Lopez ..... p. 9
Considering the institutional Options for Global Education ..... p. 11

Some Suggestions on Student Activism and Curriculum Reform ..... p. 12

How to Get a Foot in the Door, by Joan Wathen ..... p. 15

Strategizing for Program Development, by Paul Wehr and Michael Washburn ..... p. 17

MODEL PROGRAMS
World Issues Program, School for International Training ..... p. 19
Georgetown University ..... p. 21
University of Iowa ..... p. 22
Colgate University ..... p. 23

CASE STUDY: CATHOLIC UNIVERSITY
How We Organized Peace and World Order Studies at Catholic University by Ron Pugnucco ..... p. 24

Introduction

Our world is beset by a series of interrelated problems which are rapidly mounting to crisis proportions. These problems--the focus of a global education--include the increasing prospects for nuclear war, the militarization of international relations and domestic governance, the growing gaps between rich and poor both among and within nations, the irreparable fouling of the environment and the depletion of non-renewable resources. These global problems cut across national boundaries and traditional academic disciplines; education about global problems must do so as well.

The Project for Global Education promotes the study of contemporary world problems by encouraging undergraduate institutions to expand curriculum that examines the problems of war, poverty, sociopolitical injustice and ecological decay. During the 1981-82 academic year, Project staff will visit over 100 colleges and universities in 10 states in the U.S. The Project is based on the premise that education about threatening world problems is lacking, needed, and easily expanded if students and faculty are sufficiently motivated and properly equipped.

At each of the schools it visits, Project staff meet with students, faculty and campus clergy. During in-class presentations and discussions with student organizations, students are encouraged to examine the precarious world situation and the degree to which they are able to learn about global interdependence and contemporary world problems at their school. Faculty are provided with syllabi of peace and world order courses from universities across the country and other useful materials. The staff then evaluates with students and faculty their school's curriculum as related to peace and world order education.

Subsequently, strategies are developed to bring a more global, inter-disciplinary focus to existing courses, introduce new courses, and create linkages between existing courses (such as minor and major programs). Student-faculty groups supporting curriculum expansion are encouraged to form to conduct the strategies that have been developed. The Project maintains contact with each university during subsequent phases of curriculum expansion to provide resources, advice and peer support.

Regional Workshops

The Project will convene a one-day faculty workshop and a one-day student conference in each of the following 12 areas the Project visits: Boston, Northeast Ohio, Southwest Ohio, New York City, Long Island, Connecticut, New Jersey, Philadelphia, Chapel Hill, Atlanta, Houston and Dallas. Faculty workshops permit instructors involved in curriculum expansion to meet with colleagues from nearby schools and to discuss with specialists questions of academic substance as well as educational and administrative procedure.

In past workshops, for example, faculty have been concerned with questions of interdisciplinary teaching, current literature, training institutes, fellowships, student internships and the fundamental premises of a global education.

Student conferences foster regional networks of students working to promote courses and programs in peace and world order studies. At the conferences, students meet, discuss world problems and possible solutions and exchange views on how students and faculty can more effectively implement new courses and programs in global education. The conferences will be held in the student center of a college or university convenient to participating schools.

Affiliation and Support

The Project for Global Education is a program of the Institute for World Order, a non-profit educational organization. It is super-

vised by the Institute for World Order and works in cooperation with four educational organizations: the Consortium on Peace Research, Education and Development, (COPRED), Global Education Associates, the Institute for Policy Studies and the World Federalists Association. The Project is fully responsible for raising its own funds and is financed through the philanthropy of private individuals and foundations.

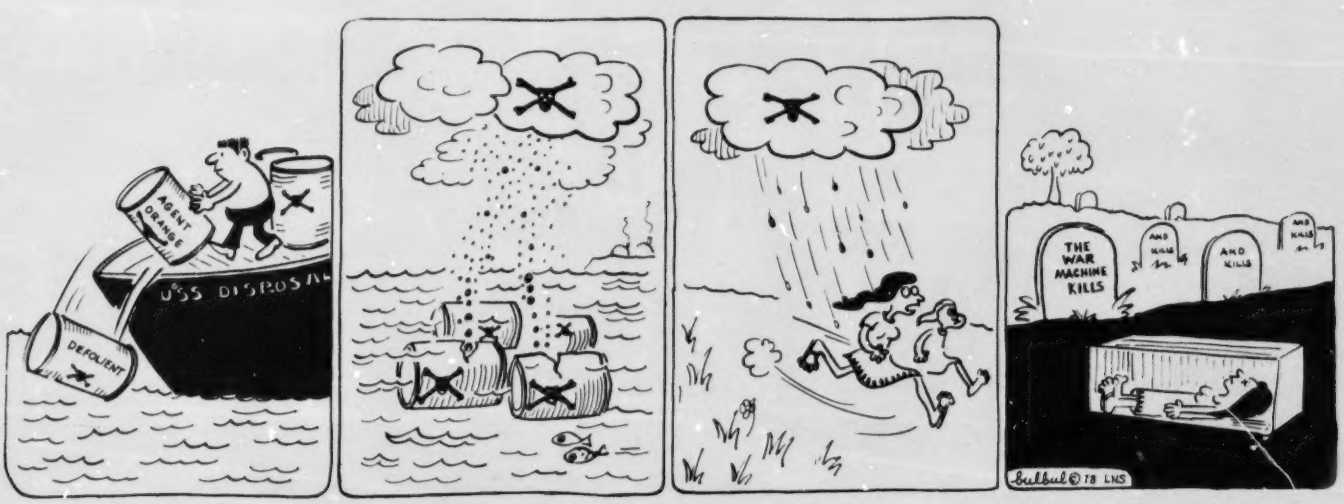
Publications and Resources

The Project has developed two publications for distribution and use on college campuses:

- Organizing for Peace and World Order Studies: A Guide of Strategies and Methods
  The Organizing Manual offers suggestions to campus organizers on methods for promoting curriculum expansion. It presents model programs in peace and world order studies and contains articles by students who have studied in such programs.
- Project for Global Education Annotated Bibliography
  The Bibliography describes books, journals, audio-visual materials and citizens' organizations in the following categories:
  - Energy, Technology and the Environment
  - Problems in World Development
  - Women in World Society
  - Human Rights, Racial Justice and Religious Freedom
  - Superpowers in the World
  - Social Change and Political Movements in the U.S.
  - War and Peace/Militarism
  - Internships
  - Global Interdependence and International Organizations

Project publications, materials of the Institute for World Order, the Institute for Food and Development Policy as well as some of the materials described in the Bibliography are available at reduced cost from the Project for Global Education Resource Center, located at the Institute for World Order in New York.

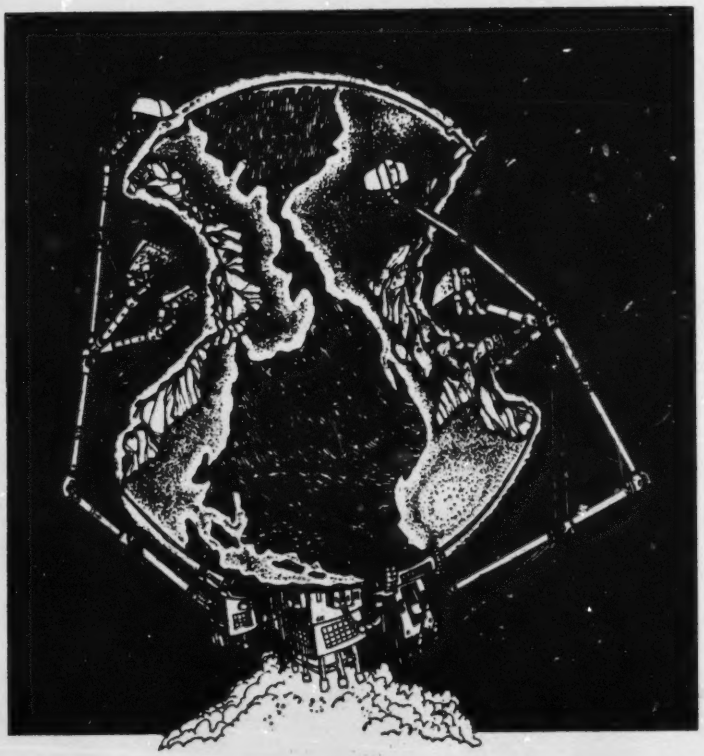
In addition, the Project is producing a monthly newsletter in cooperation with the Consortium on Peace Research, Education and Development (COPRED). The newsletter contains articles on peace programs and curriculum expansion efforts at schools across the country, notices on upcoming conferences and openings for interns and research assistants, and monthly updates on Project for Global Education activities. If you would like to receive the newsletter free of charge, write to the Project for Global Education at 777 United Nations Plaza, New York, New York 10017.



WHY GLOBAL EDUCATION?

We live in a world of turmoil and change. Each day brings mounting prospects for nuclear war, increasing militarization of international relations and domestic governance, growing gaps between the rich and the poor, and a rising threat to the life-sustaining capacity of the earth. John Dewey, a great American philosopher, conceived of education as the "utilization of the past as a resource in developing the future." Today, however, this becomes increasingly difficult to do: to borrow Albert Einstein's phrase, everything is changing rapidly, "except our way of thinking."

The interrelated problems of war, poverty, sociopolitical injustice, and ecological decay affect human beings throughout the globe. These problems cut across academic disciplines as well as national boundaries, and must be studied in relation to world social, political and economic structures.



While many colleges offer a wide range of courses dealing with these issues, it is difficult for undergraduates to integrate them into a single course of study. Some students attempt to do so in an ad hoc fashion through independent majors. Many others who might be interested in such a course of study simply resign themselves to majoring in one of the traditional academic disciplines. The formation of interdisciplinary programs in contemporary world problems, importantly, would offer many students a more coherent and meaningful education than is currently available at most schools. This booklet provides guidelines and models for developing such programs and suggests appropriate strategies for implementing them.

What is "global education"? According to Gerald and Patricia Mische of Global Education Associates, "Global education can be defined as education for global interdependence," the primary emphasis being on "the relationship of local and national issues to global events and forces." Knowledge of these relationships is a prerequisite for informed and responsible action in our complex, interdependent world. It is important that we adopt a "global perspective", which takes the emerging world system and the individuals living in it as the primary units of analysis and the globe itself as the essential polity involved.

The goal of the Project for Global Education is to stimulate critical problem identification and creative problem-solving. These activities are necessarily value-oriented: war, for example, is a problem to be solved only if peace is a value to be realized. The explicit formulation of values is thus of vital importance to educational integrity.

The Project for Global Education serves to remind students of the central role values play in their education. The Project encourages students to explore their own values and to compare them with the values underlying the dominant educational programs at their colleges and universities. Students should learn to examine their education critically, asking questions such

as:

- What kind of employment will my education equip me for?
- Whose interests are shaping my education?
- How does my undergraduate training relate to the problems of war, poverty, sociopolitical injustice, and ecological decay? Will it enable me to be part of the solutions, or will it leave me as a contributor to the problems?

The current movement to promote global education developed out of an earlier peace studies movement. According to Theodore Herman, Director of the Peace and World Order Studies Program at Colgate University, "In the early 1970s peace studies appeared in many forms in more than one hundred American universities as a reflection of frustration over the Vietnam War...there was widespread discontent with America's involvement in Southeast Asia that drove students and faculty into this new enterprise."

People soon realized, however, that to penetrate the surface of issues of war and peace required an examination of their relationship to problems of poverty and under-development, social injustice and political repression, and the scarcity of natural resources. Peace Studies evolved into Peace and World Order Studies, Peace and Development Studies, World Problems Studies, or simply global education. Herman says, "The broader approach in peace studies that has developed since the Vietnam War has, in my opinion, opened this generation to a more realistic view of the struggle for peace." The aim of global education is precisely to equip students for the political complexities of that struggle.

It is difficult for individuals to affect world problems like hunger and militarism. But students and educators have a unique opportunity, and a special responsibility, to make lasting contributions to their communities by initiating globally-informed programs and courses. The Project for Global Education serves as a resource to student-faculty lobbying groups organizing for the development of new programs and courses in global education. This manual provides campus organizers with advice from students and educators with a background in global education, descriptions of existing programs, and recommendations on strategies for creating new ones. While there can be no one blueprint to suit every school, we hope this manual will be a catalyst to the development and implementation of new programs, courses, and course units at liberal arts colleges and universities.

Ultimately, the measure of success depends on the measure of active student involvement in curriculum expansion and development. This is your world and these are your schools. If you leave things to change by themselves, there is no reason to expect them to change for the better.

Student Voices

THE DIFFERENCE OF ONE COURSE IN WORLD ORDER

By Julia Philipp
recent graduate, Princeton University

Almost every university offers courses with pseudonyms such as "Physics for Poets" and "Rocks for Jocks." At Princeton University I had the good fortune to take a course taught by Richard Falk, an authority in the field of world order studies, subtitled "Doom and Gloom". This one course altered my goals as a politics concentrator and my professional ambitions.

"Doom and Gloom", or according to the University registrar, "An Introduction to World Order" (Politics 336), challenged

many of my assumptions about the future of the world political system, the role of the United States within that system, and the quality of life future generations can expect to endure. For the first time in my experience, the views of giant statesmen like Henry Kissinger and Zbigniew Brzezinski, who seek to preserve the present geopolitical system in which the United States and the Soviet Union struggle in vain to gain a permanent strategic military advantage, were exposed as morbid fallacies.

Forty minutes into each lecture, Professor Falk would stop speaking and respond to student questions and comments. The audience was tense and silent as one student after another rose to deliver a carefully constructed argument or question, speaking out on the limits to growth controversy, the role of multinationals in Third World development or U.S. government policies on disarmament, nuclear proliferation and arms sales to repressive regimes. After each session, many students stayed to talk to Professor Falk, while those of us who had to hurry to other classes left the auditorium heavy with thought, feeling mental fatigue as if we had just sat through a gripping two-hour movie. My friends called it the "gloom and doom" syndrome.

No other course has so changed my intellectual and career goals. I used to think that being a politics major would allow me, above all, to study complex human interaction on a macro-level, much like a biologist or social psychologist studies the behavior of laboratory mice. I have since realized that my approach to the field lacked purpose or meaning; I was studying international relations as if in a vacuum. Importantly, I saw that as a politics major I could focus on the study of world problems, such as the threat of nuclear war, environmental deterioration and the growing gaps in income, energy consumption and protein intake of North and South, with a practical eye to preparing to solve some of the most urgent of these problems. Whether by joining politically active student or citizens' lobbies, working on relief funds or writing to legislators, each of us can make a contribution to a more rational, humane world. For the 1981-82 academic year, I hope to prepare for a better world by working as the manager of the Project for Global Education.

TRAINING OUR FUTURE DECISION-MAKERS

by
John Siegal
Columbia University

"And now we begin our discussion of the Post WWII period and what was the most successful foreign policy of any nation ever," or so began the distinguished professor of American diplomatic history. And he was correct, in a way. Europe was rebuilt, the newly independent states didn't cause too much trouble, the spread of communism was more or less contained, most of the world's industrial might was on America's side and many of us were affluent. Like the professor said, success.

Although I am not one to quibble, I do believe he missed something quite essential. What about liberty, justice, the eradication of poverty and the other values to which the American republic ought to aspire? They really should not end on this side of the tracks and this side of the equator. As fans of Bob Dylan know, "There's no success like failure and failure's no success at all."

Of course, my distinguished professor is an older, traditional fellow, seemingly insensitive to developments more recent than the Truman doctrine and NSC-68. As the American Century has advanced, new areas of inquiry have become essential to an adequate understanding of world politics. No longer do we just study the diplomacy of nations. Now, in schools of international affairs we look at interdependence, development and the entire "international system." The scope of study in international relations has expanded along with the number of people studying it, as the scale of America's presence and power expanded in the postwar years.

In most cases, though, this expansion of the subject matter has not brought with it a reexamination of the aims and values of America's conduct in the world. Nor have the people who study and teach in schools of international affairs been able to keep up with the proliferation of issues which must now be dealt with in an international (if not global) manner. World Order education--as I was introduced to it by Professor Saul Mendlovitz--can serve as an effective counterweight to the usual, limited curriculum.

The issues which Professor Mendlovitz and other world order thinkers are concerned with--the problems of war, injustice, poverty and pollution--are not totally ignored by other scholars working in the field of international relations or the other social sciences. World order inquiry is concerned with the same set of problems but does not generally reach the same set of conclusions and political recommendations. While studying with Professor Mendlovitz, I was assigned works by The Brandt Commission, Herman Kahn and Richard Falk, all of whom treat the globe as their unit of analysis and engage in future-oriented, value-based research.

The approach, not the political line, is key. The debate over foreign policy is often framed in such terms as to exclude reasonable alternatives, such as technology transfer to the Third World or a reversal of the arms race. Just as economists, sociologists and anthropologists once had to create new disciplines to carve out a place for themselves in the universities, people concerned with global problems must now organize to gain respectability and visibility within the university.

Now if you remain unconvinced, let me just leave you with the following specific illustration: While sitting in a senior seminar on international relations, I was asked by the professor, "When do you think the U.S. would use nuclear weapons against the Soviets in the Middle East and how do you think we would use them?"

No attempts to change the very premise of the question were even considered--i.e., would there be any reason to use nuclear weapons in such a situation? Would we have anything to gain by using nuclear weapons? Is there any chance of survival after the use of nuclear weapons?

That, unfortunately, is how we are training our future decision-makers.

WHY STUDY PEACE?

by
Shawn W. Gilford,
Graduate Student in Peace Education
Rutgers University

Why study peace? Let me ask you this: "Why study war?"

Did you know that most high school and many college history courses that deal with war and peace actually deal solely or predominantly with war? For example, in many courses it is common to introduce peace in the form of a treaty that is the result of a war. In such cases we teach that there must first be a war in order to have peace. In the age of nuclear weaponry, this could be a fatal mistake.

To hear that someone is studying war does not seem to surprise people as much as when they hear about someone who is studying peace. Yet we consider ourselves belonging to a society that seeks the procurement and maintenance of peace. How can this be? How is it that the course curricula seem contrary to the proposed applications? Or are they? Do we indeed want to teach people that war is the sole (or valid) means towards peace -- a kind of peace that history has clearly shown us to be unstable and not lasting?

Why study war? "What else is there to study when one wants to get a background in war and peace?" I'm glad you asked! Consider the following as a preliminary list of topics related to the study of

peace:

- Crosscultural studies
- World hunger
- Population growth
- Human rights
- Nonviolence and nonviolent action
- Peaceful conflict resolution/conflict management
- War prevention
- Disarmament
- Disarmament education
- Economic conversion
- Peace initiatives
- National security -- alternative definitions
- Peace heroines/heroes

Some people say you are what you eat. I say you are what you study. Keep studying war and our cultures will continue to rely upon war and aggression as the primary strategies for resolving disputes. Study ways for establishing and maintaining peace and you have already more than doubled your choices for resolving conflicts.

Consider this saying: "If you want peace, you should prepare for war." Consider, too, the following statement: Countries that do prepare for war, get war.

Professor Kenneth Boulding writes in Stable Peace, "There is a long, painful, slow but very persistent historical movement from stable war into unstable war into unstable peace into stable peace." (1978, p. xi.) If this is true--(it certainly seems to have more potential for validity than falsehood)--then we are yet to behold the final stage (stable peace) of which we may very well be upon the threshold.

To consider oneself a war person or a peace person to me is less significant than being a choice person. Regardless if you agree or disagree with a particular solution to a problem, you must ask yourself if a careful decision has been made based upon viable alternatives. Peace studies, or the study of peace, provides us with such alternatives and allows ourselves and future generations to make decisions that were seemingly unavailable to our forebears. Help in learning what our choices are, and work for the inclusion of peace study courses on your campus.

WORLD ORDER COURSES CHALLENGE MAINSTREAM THINKING

by

Barbara Wien
recent graduate, the American University

My education, worldview, and vocational direction went through a major transformation after studying with human rights activists and cross-cultural communication specialists in the Pittman B. Potter Center for World Order Studies at The American University in Washington,D.C. For what seemed like the first time, my instructors were prodding students to challenge mainstream thinking and the existing world order.

My first eye-opener was "Analysis of U.S. Foreign Policy", a course taught by civil rights activist and former Assistant to U.N. Ambassador Andrew Young, Dr. Brady Tyson. Dr. Tyson strongly encouraged us to question the dangerous discrepancies and ultimate contradictions in American

CHILDREN-
you have to USE YOUR INIATIVE and to THINK FOR YOURSELF in order to practice the kind of CITIZENSHIP TO KEEP AMERICA FREE. Now, study the chapter called "The White Man's Burden & Fighting the Red Menace in Darkest Africa," and your homework is to write a four-page essay on why mercenaries are an important part in defense of the Free World....
LIBERATION NEWS SERVICE

diplomatic and economic policies abroad that have led to such practices as investment in the apartheid regime of South Africa, the training of the Shah's SAVAK forces, and intervention in El Salvador. The conclusion of the course entailed preparing a new U.S. foreign policy program for the 1980s that would replace competition and uncontrolled growth with global cooperative politics.

Dr. Gary Weaver, who was instrumental in the student anti-war protest at A.U. in the 1960s and is co-author of the book University and Revolution, was my instructor for "Foundations of International Communications." Using vivid illustrations (anecdotes, films, role playing exercises), Dr. Weaver transported his students outside our parochial cultural confines to see that much of the conflict and lack of communication in the world stems from a failure to understand differences in cultural underpinnings and values.

A graduate level course in the study of human rights, taught by author/human rights activist, Dr. Abdul Said, helped me build my commitment to human rights of all people regardless of socio-economic, cultural or religious context. Subsequently, I became involved in organizing hearings and conferences on regional human rights studies for students on my campus.

Through a course taught by Dr. Hammond Mowlana, head of the doctoral program for the School of International Service at A.U., on Advanced International Communication, I became acutely aware of the tremendous imbalance in the information flows between developed and developing nations. In our seminars and round-table discussions, we sought directions for equalizing the exchange of cross-cultural communications through the advent of a new international information order.

After studying world order with Professors Said, Mowlana, Weaver and Tyson at the American University, I hold quite a different view of the current state of global affairs. My professors maintained that the world is a permanent university. Development and education should always be thought of as a dynamic process among countries and peoples. Western civilization cannot think of itself as developed and continue its air of superiority, making a mockery of the very values on which it was supposedly founded. The challenge of our society and educational systems, as I now see it, is to break the cycle of privilege breeding arrogance, of power breeding contempt, and to replace it with a willingness to have a meaningful dialogue with the whole world.

We must have courage, tools, and a shared commitment to reverse the present dangerous trends in the world. Education can provide these tools, and my professors had the courage and commitment to show me the first step to reversing these trends.

Organizing Programs

HOW TO ORGANIZE A PEACE STUDIES CURRICULUM

by
George A. Lopez, Coordinator
Peace and Conflict Studies
Earlham College

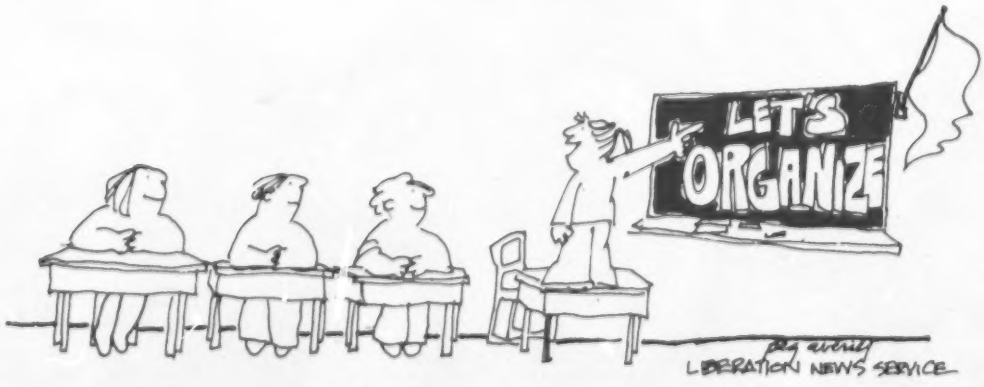
A crucial decision which many campuses considering courses and programs in Peace Studies must make is how are they going to introduce students to the issues of peace, violence and conflict resolution. Two models which are often adopted are those represented in the programs of Colgate

University and Earlham College. At Colgate the Peace Studies curriculum builds from and revolves around a large team-taught, multi-disciplinary course called "Problems of Peace and War." This is an important curricular model which a number of institutions have opted for. It entails the collaboration of a group of faculty from the departments of political science, history, geography and philosophy in bringing to bear on the important issues of war and peace, a multi-disciplinary perspective. Each instructor teaches a particular segment of the course, and all the instructors work together to develop course goals, objectives, exams and course conclusions. As a result, students are exposed to a wide variety of viewpoints.

Another multi-disciplinary alternative, considerably broader in scope, is the program at Earlham College. In the early seventies Earlham opted for a multi-disciplinary introductory package of courses which would satisfy the general education requirements of the College, that is, these are courses students might take to satisfy their distribution requirements, and would also examine issues of conflict, justice, violence and social change. The sequence contains four courses: a sociology/anthropology course entitled "Culture and Conflict"; a political science course, "Political Violence and World Order"; an economics course, "Developments in the Global Political Economy"; and, finally, a philosophy course, "Ethics and World Policy".

Other schools with flexible resources and people trained in particular areas have been able to organize specific Peace Studies courses as upper-division offerings. Such offerings include courses on problems of arms control and disarmament, conflict regulation, non-violent action in America and a long list of others. Some campuses, particularly small liberal arts colleges, are able to operationalize multi-disciplinary, team-teaching even in these upper-division offerings. Such campuses, for example, are able to teach courses on ethics in American foreign policy with a philosopher and a political scientist, or a course on non-violence in young children with a philosopher and a psychologist. Certainly such ventures move a program from being good or average to being very good or outstanding.

A second and most important supplementary phase of activity for many campuses lies in the area of skill-focused mini-courses or laboratories and internships in peace and social change. For a variety of reasons, an increasing number of campuses are offering mini-courses or lab dimensions to existing courses which focus on particular interpersonal skills crucial to the understanding of peace and conflict regulation. Some campuses offer these for credit and others as non-credit options. Some courses, for example, include bargaining activities and simulations in mini-courses on Assertiveness Training or Values Clarification. Students often use the skills acquired in a variety of their activities during their academic career and beyond.



CONSIDERING THE INSTITUTIONAL OPTIONS FOR GLOBAL EDUCATION - AN EXCERPT FROM A REPORT OF THE TRANSNATIONAL ACADEMIC PROGRAM OF THE INSTITUTE FOR WORLD ORDER

Campus organizers will find available a full range of options for introducing global education into their undergraduate curriculum. A course in the social sciences, for example, could be restructured to include a unit on Global Perspectives or the reading list could be expanded or revised to include books by world order scholars. More ambitiously, new courses could be added to the curriculum or programs and majors developed. The chart below depicts the range of options available to campus organizers, from the informal and less-costly (in planning and financial resources) to the formal and more-costly.

Formal

- Centers with majors/majors
- Programs
- Minors/course concentrations
- Creation of permanent chairs in global security, justice and environmental studies
- Course clusters
- Individual courses (permanent catalog entries)
- Experimental courses (on a one- or two-term trial basis)
- Student-initiated courses
- Globalization of existing courses

Informal

Selecting the appropriate option for your school will depend essentially on five variables:

* Financial Resources - Formal options impose greater costs, particularly salaries for professors, office workers and overhead, that the university must be willing to pay. With less formal options, costs decline.

* Pool of Faculty Interested in Teaching Courses in Global Education - To implement a program or major in global security, justice and environmental studies, at least 4-6 interested and committed faculty are required, depending on the depth and scope of the proposed program and the size of the school. The introduction of a globalist/world order orientation into an existing course requires, of course, only one interested faculty.

* Pool of Students Interested in Studying Global Problems - Unless a significant portion of students (varying at each school) are interested in course concentration in global education, faculty and administrators will be reluctant to devote the resources needed for a new program or major. An overview course, however, may be easily introduced if as many as 50 students sign a petition indicating their interest in taking such a course.

* Precedents for Interdisciplinary Courses and Team-teaching - The successful introduction of programs in Urban Studies and Women's Studies, for example, may significantly ease the campaign for an interdisciplinary major or team-taught overview courses in global security, justice and environmental studies.

* Precedents for Training Specialists/Generalists - Some traditional liberal arts colleges may find a major in Peace, Justice and Environmental Studies too narrow in focus (despite its interdisciplinary approach) to suit its curriculum, preferring instead the introduction of overview courses. Other schools, however, may find it entirely consistent with their educational goals to train specialists in the field, preparing students for graduate study in solving contemporary global problems.

Keeping in mind the relative costs associated with each approach, it is important to consider the comparative advantages of more and less formal options. Formal majors and programs provide a better framework for understanding global problems. They allow

for greater concentration of study and are thus well suited for students preparing for graduate school and eventually professional work in the field. In addition, they are more visible to nearby colleges and the nationwide academic community and therefore aid the legitimation and implementation of global education programs at other schools.

Informal options and individual courses, on the other hand, have less of a demonstrative impact but they are far less expensive to implement than formal programs. A proposal to introduce one course is less likely to draw vocal and visible resistance from entrenched academicians and administrators. Furthermore, individual courses can be the building blocks for more ambitious efforts in the future; from a few courses with a common emphasis or concern may emerge a cluster, then a concentration and then a program.

SOME SUGGESTIONS ON STUDENT ACTIVISM AND CURRICULUM REFORM

This article puts forward a variety of methods to help you plan your own campus campaign for curriculum reform.

Form a Student-Faculty Lobbying Group

The key to successful organizing for curriculum reform is the creation of an effective student-faculty lobbying group. This requires serious commitment from a core of individuals working together to develop and implement programs for the study of contemporary world problems. The responsibilities of this group vary with the current state of the curriculum and the possibilities for change at each school. Without such a solid core, however, even the most well-intentioned efforts are bound to collapse.

The initiation of a campaign for curriculum reform depends on active student involvement. Interested faculty are often willing to get involved, but they need the energy and encouragement which sometimes only students can provide. The first step, then, is to bring together a small group of students concerned with the shortcomings of present undergraduate courses and programs which do not adequately address the major problems of our contemporary world. Your group should apply to the student activities center for official recognition, funding and office space, unless there is an existing student organization through which you can work.

Identify Your Values and Goals

The immediate task faced by your group will be the identification of your educational and political goals in both the long-term and the short-term, and of strategies and tactics for achieving them. Curriculum activism should be seen as an attempt at institutional reform of the academy. As such, it is essentially a political act born of a conflict between the values and interests implicit in the dominant educational programs existing at colleges and universities. Thus it is important to make your own values clear and explicit as you begin the process of identifying goals, strategies, and tactics.

Get Some Background, Do a Little Research

One of the easiest and most important things to do is to look through a course catalogue, both individually and in your group, and select courses relevant to your global concerns. These might include courses on the United Nations, International Trade and the World Economy, Political Change in the Third World, or World Energy Resources. Discuss ways in which existing courses could be linked in an interdisciplinary minor or major. Take a look at past senior thesis topics from recent years to see how the subjects might have been studied more effectively in an interdisciplinary world issues program. Carefully examine programs offering interdepartmental minors and majors, if there are any. Environmental Studies, Urban Studies, Women's Studies, or even

Medieval Studies are important precedents to draw on in designing new programs which are both innovative and academically rigorous. In particular, research the history of the formation of Environmental, Women's, Urban or Black Studies programs. They developed in much the same way that global studies is now evolving. Each was an educational response to a set of social problems which transcend the traditional divisions of the university.

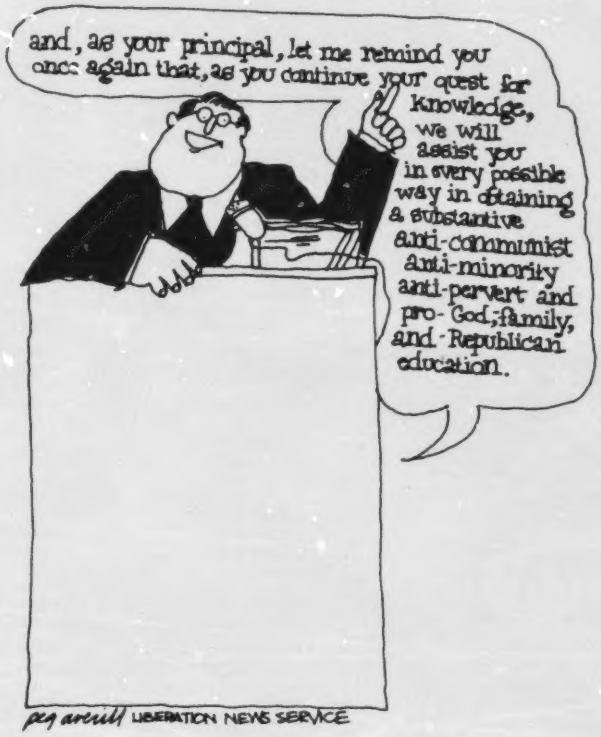
Work With Your Professors

Once this preliminary groundwork is done, you should begin to involve globally concerned faculty in your discussions. The most intense student commitment is often irrelevant without strong faculty support. Faculty members give course credit and vote in established academic committees and new interdepartmental committees that arise with new programs. They are generally more familiar with academic politics than students are. In addition, faculty hold greater influence with administrators than students do, and remain on campus long after student organizers move on.

In general, 4-6 committed faculty are required for the academic politicking and committee work needed to get a global issues program started (depending on the depth and scope of the proposed program and the size of the school). A broader support group is desirable, but a small core of faculty willing to work with a dedicated group of students to hammer out the details of the new program is essential. With the help of faculty you should not have too much trouble designing a sufficiently rigorous course of study. In most schools, a program design will have to be presented and defended before an academic committee and faculty will certainly be needed for this aspect of the campaign. Your program should be in keeping with the educational needs and standards of your school.

Be Informed!

Global Studies are often criticized for


and, as your principal, let me remind you once again that, as you continue your quest for knowledge, we will assist you in every possible way in obtaining a substantive anti-communist anti-minority anti-pervert and pro-God, family, and Republican education.
peg averill LIBERATION NEWS SERVICE

being too broad and vague. To lobby effectively for global education, you must be able to argue persuasively on its behalf. Learn to explain the world system to key faculty and administrators as a unique field of inquiry which is not yet dealt with adequately in existing undergraduate programs.

Study up on the global problems of militarism, underdevelopment, repression, pollution, and resource depletion. Show how it is impossible to understand one issue without understanding its relationship to others. For example, any penetrating analysis of human rights violations in the Third World must take into account patterns of economic development, arms sales from the First World and repression. Argue that this requires a global perspective as well as skills from a variety of academic disciplines. While Global Studies are thus at odds with the widely discussed trend toward specialization in American colleges, do not let this discourage you or put you on the defensive. Studies in contemporary world problems are in keeping with the best

tradition of the "liberal university." Premature specialization leads to the very sort of tunnel vision which liberal arts education has always sought to transcend.

Your new organization might form a student-faculty seminar or study group to examine these and other questions relating to global problems and curriculum change. Students can often get credit for their work in study sessions of this kind. You might even be able to develop student-taught courses either informally or for credit. Most importantly, find faculty members who are willing to supervise independent studies or even independent concentrations, minors, and majors in the study of contemporary world problems. Pursue these independent options yourselves and promote them among the larger student body. Explore possibilities for team teaching in areas where the existing curricula is weak--i.e., reversal of the arms race, appropriate technology, militarism and development--and discuss these ideas with key faculty you have contacted.

Get the Word Out

There are many ways to generate support for a global education campaign in the larger campus community. Close ties should be established with campus clergy, student activities offices, and key administrators. A broad base of student support is also useful. You should be able to demonstrate that there is an actual demand for the kind of program you are proposing. Put together a one page leaflet on the rationale for a global studies program. Distribute it widely among the undergraduate population while circulating a petition for students who support the effort to develop such a program to sign. Circulate similar leaflets and petitions among recent alumni who might be interested. You can usually get the names of recent graduates from the alumni relations office. Your case will be stronger if globally-concerned alumni say they would have majored in such a program had it existed while they were enrolled. Use this as evidence in arguing that students have been trying to pursue global studies on their own and that a formal program would simply give them better educational guidance.

Use campus media to publicize your efforts. Special programs and promotional tapes on campus radio stations, advertisements, feature articles, and letters to the editor in campus newspapers are valuable resources in any student movement. It is often a good idea to advertise key courses that have a global perspective so as to pack enrollment and hence demonstrate a rising student demand for the study of world problems. Another way to get good publicity is to pursuade non-academic and non-political groups and organizations to dedicate events to your cause. Dormitory floors and student activities groups can sponsor events with global themes such as a Third World dinner or human rights conference.

Sponsor Activities

Promote campus activities with global education themes. Films are very effective in touching people's concerns and raising their awareness. You might hold a film festival with speakers on global education as well as films on world hunger, massive unemployment at home and abroad, abuses to the environment, or the use of torture in prisons. One possibility is a "Global Education Week" during which instructors involved in the campaign give special lectures for each other's classes, students give presentations to classes, student and faculty workshops on global education are held, speakers from outside the campus community are invited to give guest lectures and participate in panel discussions, and films and slide shows on global problems are shown both inside and outside the classroon.

With support from your school's administration, it may even be possible to sponsor a "Global Education Semester" during which as many courses and events as possible are linked to a global education theme. Baldwin-Wallace College is conducting a Global Education Semester during the fall semester of 1981. A Global Education Week would accomplish the same thing on a smaller scale. Use these themes to work with

faculty and administrators to develop a Global Education Center that could serve as a resource library with internship guides and other information. The Center could be set up in faculty or clergy offices or in the office of a student organization. Gather information about citizen's groups or environmental organizations in your area that might have work-study positions available for students and post these in the Center.

There are Many of Us Out There

An important step in organizing your own campus is networking with students doing similar organizing on other campuses. Regional networks overcome much of the isolation campus organizers often feel. Networks create information flows which allow organizers at different schools to share their successes, failures and frustrations, to pool ideas, knowledge and resources, and to create new strategies and tactics. You can learn much from the trials and tribulations of your counterparts at other area campuses.

The regional student conferences organized by The Project for Global Education promote intercampus networks by bringing student activists together to discuss world problems and curriculum reform. We encourage you to write articles for the Project's newsletter to let students on other campuses know what you are doing at your school.

Our monthly newsletter (available free of charge by writing to the Project for Global Education) attempts to keep students informed of curriculum expansion activities taking place on other campuses. Be creative in developing a campaign for the study of world problems at your school. Your own experience on campus is an invaluable resource in attempting curriculum change.

CAMPUS ORGANIZING FOR CURRICULUM EXPANSION: HOW TO GET A FOOT IN THE DOOR

By
Joan Wathen, Intern
Institute for World Order

Once clear way to persuade an academic community to accept new or non-traditional studies is to mobilize and involve students in activities that support academic reform and curriculum expansion. "Student activities" carry a certain "do-gooder" stigma, yet their popularity is evident by the proliferation or organizations and clubs at most colleges. Their political potential is often underestimated. A group of students can form a new student organization and apply for a share of the student activities fee which the student government generally distributes among such organizations as the ski club, the science club and the school newspaper.

While many organizations survive admirably without funds, money (and the wise use of it) can be the key to a successful on-campus campaign. When appealing to student boards and other sources for funding, organizers and political activists should always take the position that their group is representing legitimate interests, providing valuable services, and improving the quality of learning on the campus. You and your collaborators should make it clear that you deserve and expect funding and support from the college community.

There is no limit to the kinds of activities one can plan, and a few ideas will be outlined here; namely, the academic club, the study group, and the general student activities approach.

First, the idea to create an academic club such as a "Progressive International Relations Club". Many schools have pre-law, pre-med and general departmental student clubs. These organizations have enormous legitimacy and respect in the eyes of the faculty and administration. If an international club already exists, a different name might be selected to avoid any accusations about "duplication of effort" (a

Tom Keough, LNS

major crime in student funding circles). Whether a formal group is established or not, you and your associates will find it essential to explicitly define, in writing, the purpose of your collaboration. Assuming one goal to be curriculum expansion, there are several ways to begin.

It is best to start with incremental steps. For example, instead of demanding a major in peace studies, attempt to communicate the importance of at least one peace or world order course to each department.

To help the evolution of the curriculum expansion project along, try to convince the registrar, or whichever department designs the course catalog at your school, to highlight peace and world order studies by relisting all the relevant courses on a separate page or column. This will emphasize the transdisciplinary, relevant-to-everybody nature of these studies as well as call attention to their existence.

You might have to enlist some faculty aid or even appeal to faculty curriculum review boards for this; such lobbying activities are necessary to the fulfillment of your long-term objectives.

Moving along to other ideas for independent or group action toward curriculum expansion the study group is a useful approach. A study group requires no money (except for reading materials) and can be initiated with one or more persons. If you or your small group can convince a department to give you credit for a semester of study in a course of your and a faculty advisor's design, you will have set a precedent and demonstrated a need for peace and world order studies within your school's traditional curriculum. If you don't receive credit, continue your studies and make your efforts known to teachers and other students, and encourage them to participate in the study group on a full-time or visitor basis. You will probably have success getting approval for credit next semester.

If you are not interested in starting a

special academic club or in establishing a study group, you can promote curriculum expansion and progressive ideas generally through activities that supplement the mainstream teaching at your school. A newsletter, for example, can spread peace and world order concepts to a wide variety of students in your community. It could also act as an "alternative" to the school newspaper, publicizing struggles in the community and the activities of other progressive groups on campus. A "film festival", carefully planned and presented, could also raise consciousness and indirectly stimulate students' interest in socially relevant academic pursuits. The newsletter and film festival are good activities for the "Progressive International Relations Club", because such a club has funds for major projects. You can also appeal to already-established student groups for funding. Some have money which they must spend before the budget cycle ends; others may "sponsor" your activities if you promise to pay back the money they put out for rental fees and publicity.

The ideas outlined call for work and perseverance. Student organizing for curriculum expansion can be rewarding and it is a unique way to leave a positive and permanent mark on your campus. As a single individual, it is difficult to affect serious global problems like world hunger and the arms race. As students, we can constructively influence our conventional institutions, providing opportunities for the campus community to learn about the world and the options before humankind.

STRATEGIZING FOR PROGRAM DEVELOPMENT*

By P. Wehr and M. Washburn

It is too often assumed that special financial support is the key to peace and world order studies program development. Even modest grants are useful, but program initiators should be aware that (1) there is little money available for peace and world order education, and accessible funds are generally limited to campus, community, and state sources; and (2) by far the most central and difficult development task is not fund-raising, but the building of a community of faculty and students willing to reorient and re-educate themselves for a coherent program framework and sufficient new and substantially revised courses. Let us briefly suggest some major steps for organizing and mobilizing resources.

(1) Initiating momentum: the organizing group. There must be a core group to plan, give continuity to, and generate wider interest in the program, develop a rationale, and divide the labor. A focal event -- a lecture by a known speaker, a meeting of interested people with an outside peace and world order studies consultant--is one tactic for enlisting participation and support. Issuing naturally from such an event might be a continuing peace and world order studies seminar or committee.

(2) Continuing faculty-student seminar. A critical element in development is a faculty-student seminar. The Manhattan College major grew out of a series of monthly luncheons devoted to substantive presentations. At Colgate University, the core peace studies faculty first participated as students in a small student-organized seminar on approaches to peace. They then set up a summer faculty-student course-planning workshop.

(3) Surveying existing courses. The planning group should examine catalog offerings for courses having a direct bearing on peace and world order issues, and check syllabi for their contents. From the student's viewpoint, in what ways do various offerings fit together? What are the strengths and weaknesses of each course and the set taken together?

(4) Identifying faculty, student, and community resources. Faculty who teach existing relevant courses may suggest

*From Peace and World Order Systems: Teaching and Research

others who would contribute to the lobbying effort for global education. There needs to be an energetic committed core of persons able to devote substantial time to new courses, program administration, fund-raising if necessary, and the faculty politics of curriculum innovation. Students are an excellent source of energy and innovative ideas, and potential student interest should be assessed. It is unwise, however, to hang the program entirely or even largely on student opinion, as this tends to be shaped and led by faculty interest as much as it asserts itself independently. Deans and department heads should likewise be drawn into the planning and learning.

(5) Learning to introduce innovation. What are the formal and informal strategies for new course, major, or concentration approval? Whose consent and support are needed? Sympathetic administrators are good allies, but planners must anticipate tough questions about budgets, teaching loads, and other departmental obligations. A knowledge of similar precedents, such as other trans-disciplinary majors on campus, is essential.

(6) Proposal. Cooperative planning which involves all affected groups and which defines needs and goals should produce a proposal. At large universities, a formal proposal to a dean, faculty senate, or curriculum committee is normally called for. Smaller institutions often have less formal procedures. The strongest forces in support of a proposal are a vocal and committed group of faculty, a well-conceived program design, and articulate student interest.

A sound proposal would state minimal needs for a program. While one can be started by two or three faculty, our estimation sees the following components as the minimum necessary for a viable major:

(a) Six faculty trained in at least three of these disciplines: political science, philosophy, economics, sociology, history, and psychology.

(b) A peace and world order collection in the library, or a separate program library and resource center.

(c) A physical locale for meetings, career counselling, and socializing.

(d) A half-time administrator and access to typing and duplicating services.

Serious practical, professional, and psychological difficulties for faculty are inherent in undertaking the kind of program we have suggested. It is a task which, in many ways, runs counter to the sensibilities and training of scholars and teachers. It requires that we compromise as well as criticize, organize as well as plan, learn as well as teach, and act as well as speculate. A solid peace and world order studies and research movement requires of us humility, intellectual

courage, and fierce commitment to experiment. We must reject the idea that we teach only what is known. We must also teach what we ourselves are learning and what is not known. Moreover, peace and world order educators must make explicit what they believe, in addition to what they know. Such an agenda implies that what is known must be regularly questioned with regard to its significance, its relevance to the development of a peaceful and just world, and the uses to which that knowledge is put both within and beyond the academy.

Model Program

THE WORLD ISSUES PROGRAM:
WORLD ORDER STUDIES IN AN
EXPERIENTIAL CONTEXT

By
John Shippee
Peace and Conflict Studies
World Issues Program
Brattleboro, Vermont

I feel fortunate to teach in the World Issues Program at the School for International Training. Our program combines intensive study of current world issues with an emphasis on first-hand knowledge (hands-on experience) that is found infrequently in undergraduate education. Students join our program at the beginning of their junior year, after transferring from a variety of other institutions. To earn a Bachelor of International Studies degree, students complete intensive coursework on current world issues, a two-semester international internship, independent work, and a senior presentation which pulls it all together.

Students and faculty begin our Program with a nine-day orientation at a nearby summer camp. Right away we share experiences which emphasize both community and self-reliance in a global context. By the time we leave Camp Wiyaka, everyone has experienced what it means to learn while relying totally on her/his own resources. We have also begun to learn how we will work, play, learn and make decisions as a group over the next two years.

Back on campus, we spend the next six months exploring major world order issues in several areas:

- Economic and Social Development examines the new international economic order, the ramifications of resource control, and how small peripheral states like Vermont resemble Third World economies.
- Community Development, taught by a faculty member with nine years experience in grassroots-based work in West Africa, delves into the issues raised for development workers and policy makers.
- Environmental Studies considers global nutrition, population control and the spread of nuclear energy. Beginning this year faculty members will be integrating a campus self-reliance program with emphasis on energy saving, appropriate technology and food production for use in the curriculum.

My course in Peace and Conflict Studies examines the skills and approaches to conflict resolution and non-violent avenues for social change. It further examines the global arms race and its implications for world and individual security, human rights and economic well-being.

Throughout the first six months of the Program we encourage students to make the connections between the different issues being studied, and to reflect on their implications for their own lives. The first

semester curriculum concludes with a three day "World People's Conference on Disarmament and Future World Order." World Issues students and guest participants representing a variety of the world's peoples and interest groups (Soviet doctors, Latin American political prisoners, British military officers, Indian peasants, etc.) debate such issues as the potential impact of disarmament on such matters as global security, the environment, development, employment, the status of women, and human rights.

During the first semester we also prepare students for their internships--the most significant educational experience offered by the Program. Students take courses in internship preparation, cross-cultural studies and language. They also prepare a learning contract, reviewed by the whole faculty, which defines learning goals for the internship and outlines how they are to be accomplished.

Going on an internship is the greatest challenge our Program has to offer. From an intense collective learning experience, each student is launched into an equally intense time of individual work and education. Global and theoretical concepts discussed in the classroom are exchanged for (and challenged by) day-to-day experiences, whether in a village in Venezuela or an office of the U.N.'s Palais des Nations. Working with peasants in Venezuela, India or Sri Lanka replaces discussion of the new international economic order. Cross-cultural exercises while at school become a stepping stone for teaching English and cultural skills to Indochinese refugees or setting up homestays for American students coming to Austria. Helping organizations prepare for major international conferences on disarmament, human rights or development takes the place of earlier classroom simulations.

Students find out quite a bit about who they are and what they can do on their internships. Part of our "hidden curriculum" is to help students develop a sense of vocation about their role in the world (whether or not it involves working internationally) and of the special qualities they bring to it. Quite often these are developed and manifested in the projects students carry out while on their internships. These have included:

- preparing an economic development plan for a major Latin American city;
- preparing a picture dictionary of Setswana (a previously unwritten language);
- helping to plan and carry out a major education campaign and demonstration against an international arms bazaar;
- helping to edit and produce the United Nations development newspaper, Development Forum.

After they return from their internships, students spend a final 12 week term evaluating and reflecting on their experiences and taking courses which they and the faculty plan together. The program culminates in Senior Presentations, in which each student puts insights gained from her/his internship into a broader scholarly and analytical context.

Recent graduates of the Program have worked for:

- The National Peace Academy Campaign and Presidential Commission;
- The Alaskan State Human Rights Commission;
- The World Information Service on Energy;
- Catholic Relief Service (Costa Rica);
- United Methodist Council on Relief;
- Post-Amin development projects in Uganda;
- Chiang Mai University (Thailand);
- The United Nations.

The World Issues Program is a small, specialized course of study at the School for International Training. We hope that what we teach will contribute to a renewed vision of the world where we learn to share with rather than compete against one another.

INTERDISCIPLINARY MAJOR IN PEACE STUDIES
Georgetown University

Peace Studies at Georgetown University seeks, through an interaction of the disciplines in the humanities, social, and natural sciences, to develop among the students and faculty an understanding of the process of war and the process of peace: of the ways that lead to resolution of conflict and the promotion of peace. To this end, the interdisciplinary major will examine past and present methods and strategies of peacemaking and conflict resolution.

The Interdisciplinary Major will normally begin in the Junior Year following the completion of all general education requirements and the maintenance of a 3.3 cumulative average at the time of application. A minimum of thirty-six credits (36) must be taken in the Major with twelve (12) courses; or four (4) courses as required courses and eight (8) courses as electives. All courses including the required courses will be taken in the upper-division course level. The student will be required to attend a seminar, research tutorial, or internship program related to Peace Studies and resulting in a 20-25 page research paper. The choice of a seminar, tutorial or an internship program will be determined by the student and the Executive Committee. Graduation requirements will be based on the written outline of the program as approved by the Committee and the appropriate School.

Students may apply to take courses in the Washington Consortium Peace Major in consultation with their advisor. Study programs will be reviewed and approved by the Executive Committee.

Required Courses:

1. "War and Peace" Theology Department
2. Junior Year: Three credit tutorial or internship
3. Senior Seminar
4. Three courses to be selected from three different disciplines

Note: Concentration is allowed. Students are encouraged to develop an emphasis in a particular discipline, e.g., theology, history, etc. This will help develop a methodological perspective. Integration will come from the advisor, the tutorial and the interdisciplinary spread of the courses.

A Minor:

A minor concentration in Peace Studies includes two of the required courses ("War and Peace" should be one of them) plus four electives.

The following courses are available for the Peace Studies Major and Concentration at Georgetown:

Theology
- Power and Politics in Biblical Tradition
- War and Peace
- The Non-violent Revolution of Peace
- Toward a Theology of Social Action

Sociology
- Political Sociology
- Mass Media and Society

History
- Technology and American Foreign Policy
- Colloquium: Protest in the Twentieth Century: Blacks and Women
- The United States in the Twentieth Century
- History of Africa I and II
- Peasant Revolts and National Liberation Movements in Africa and the Middle East in the 19-20th Centuries

Government
- Recent and Contemporary American Political Thought

Philosophy
- Moral Development
- Ethics and Public Policy
- The Modern Tradition
- Contemporary Ethical Theory

Economics
- Economics and Society
- United States Foreign Economic Policy
- The New International Economic Order
- World Commerce and Economic Policy

GLOBAL STUDIES PROGRAM AT THE UNIVERSITY OF IOWA

Beginning in 1975, a Global Studies Program was established at The University of Iowa. Noting the current state of world affairs, faculty at the University of Iowa felt a sense of urgency to create a program that would examine the forces that have resulted in war, nuclear proliferation, increasing famine, ever-worsening poverty, environmental deterioration, dwindling resources, and many other threatening issues.

Iowa's Global Studies Program encourages students to integrate personal and professional concerns with humanity and service for the future of all peoples. The Program is good preparation for careers in government, social work, urban affairs, diplomatic service, journalism, medicine, engineering, ministries, teaching and other applied fields concerned with social attitudes and values.

Students' sensitivity and heightened awareness about increasing global interdependence is a major thrust of the Program. The multi-disciplinary nature of the Program is a unique and key element in preparing students for the complexities of the world they will encounter upon graduation. Undergraduates majoring in any department, in any college at Iowa, are eligible to enroll in the Program. In each case, a student will complete all requirements for a departmental major and, in addition, the requirements of the Global Studies Program.

An introductory course, Global Interdependence and Human Survival, is required of all students in the freshman or sophomore year. Students then declare a concentration in one of four major program headings:

- War, Peace and Security
- Development
- Environmental Concerns and Global Resources
- Cross-Cultural Understanding

Students usually elect one course under each heading and two additional courses from any of the four major program headings for a total of six courses.

All students enrolled in the program, including candidates for the bachelor of general studies, are required to complete (or have the equivalent of) two year's study of a foreign language and will be encouraged to study beyond this minimal requirement.

The final course required of all students

in their Senior year is the Global Studies seminar. The seminar is designed to provide an in-depth exploration of a particular global problem or geographic area. Course content varies from year to year but is always multidisciplinary in approach and features distinguished speakers from on and off campus.

Each student completing the Program will be awarded a certificate, and the concentration in Global Studies will be noted on his or her transcript.

COLGATE'S PROGRAM IN WORLD ORDER STUDIES

By
Warren Reardon, Student

The Peace and World Order Studies Program was started largely as a joint faculty-student response to the perceived injustices of the American participation in the Vietnam War. In the fall of 1970, a new, multi-disciplinary course entitled "Problems of War and Peace" was instituted, with support from the presiding president of the University. Teachers were drawn from such diverse departments as Psychology, Political Science, Philosophy, Economics, Education and Geography. This course continues to be taught each fall semester, serving as an introduction to the academic field for all students, both those interested in concentrating on peace and world order studies and those interested in getting some basic information concerning issues of war, conflict, militarism, etc.

Funding for the program was initially received from the Fund for Peace, the New York State Department of Education, the Institute for World Order, and Colgate University itself. There were subsequent grants for the program's chair and for a peace intern--a recent Colgate graduate who would serve as a teaching assistant in the program.

As the program stands today, it continues "to engage students, faculty, and others

in an active, vocational quest for a world community liberated from mass organized violence and ordered by a just and viable system of peace." "Problems of World Community", "Seminar in Non-Violence and Conflict Resolution", and a "Research Seminar on Peace, War and International Conflict" are studied to try and further this quest. These four core peace and world order studies courses are then supplemented by courses in international ethics, international economics, the history of American foreign relations, and many other fields.

A closer look at the content of these courses is helpful. "Problems of War and Peace" deals with many crucial issues, such as the morality of war, war's causes, the arms race and the possible uses of non-violent tactics. Is war ever just? What is the status of unarmed civilians?

In "Problems of World Community" students study different concepts of world community, the significance of interdependence and strategies which might bring about the existence of a preferred world situation.

Books such as the classic The Limits to Growth present a vision of our interrelated world and the limits to deterioration beyond which the earth's ecosystem cannot recover.

The "Non-Violence and Conflict Resolution Seminar" allows for an intense examination of the theories and practices related to non-violent techniques. Non-violence can be considered a useful socio-political tactic for exerting influence, or it can be seen as a way of life, something which pervades every action one takes. The course helps to uncover the assumptions behind violent and non-violent action, and focuses in on the use of violence in American history. Lastly, the seminar explores the possibility of using non-violence as a means of national defense. It is surprising to see that research has been conducted by scholars in the field; one is also impressed by how much more research needs to be done. Perhaps the most exciting thing one discovers in studying non-violence is the fact that the field is still in its infancy, and new research is welcomed.

The senior course, "Research Seminar on Peace, War, and International Conflict", deals with the methodology of peace research and forces students to apply their knowledge to a project of their own.

Some interesting aspects of the program are extracurricular activities. First, there is the peace internship, which allows recent graduates to gain a first-hand understanding of peace and world order education. Second, there is Ralph Bunche house which serves as a residential focus for the program. It provides a location for peace-related meetings, films, lectures, etc. Third, the program requires the concentrator to spend at least one month, possibly a full semester, working in an organization connected with peace and related world order problems. Thus, students learn realities of social action and gain contacts in the field.

Case Study: Catholic University

HOW WE ORGANIZED PEACE AND WORLD ORDER STUDIES AT CATHOLIC UNIVERSITY

By

Ron Pugnucco, Graduate Student

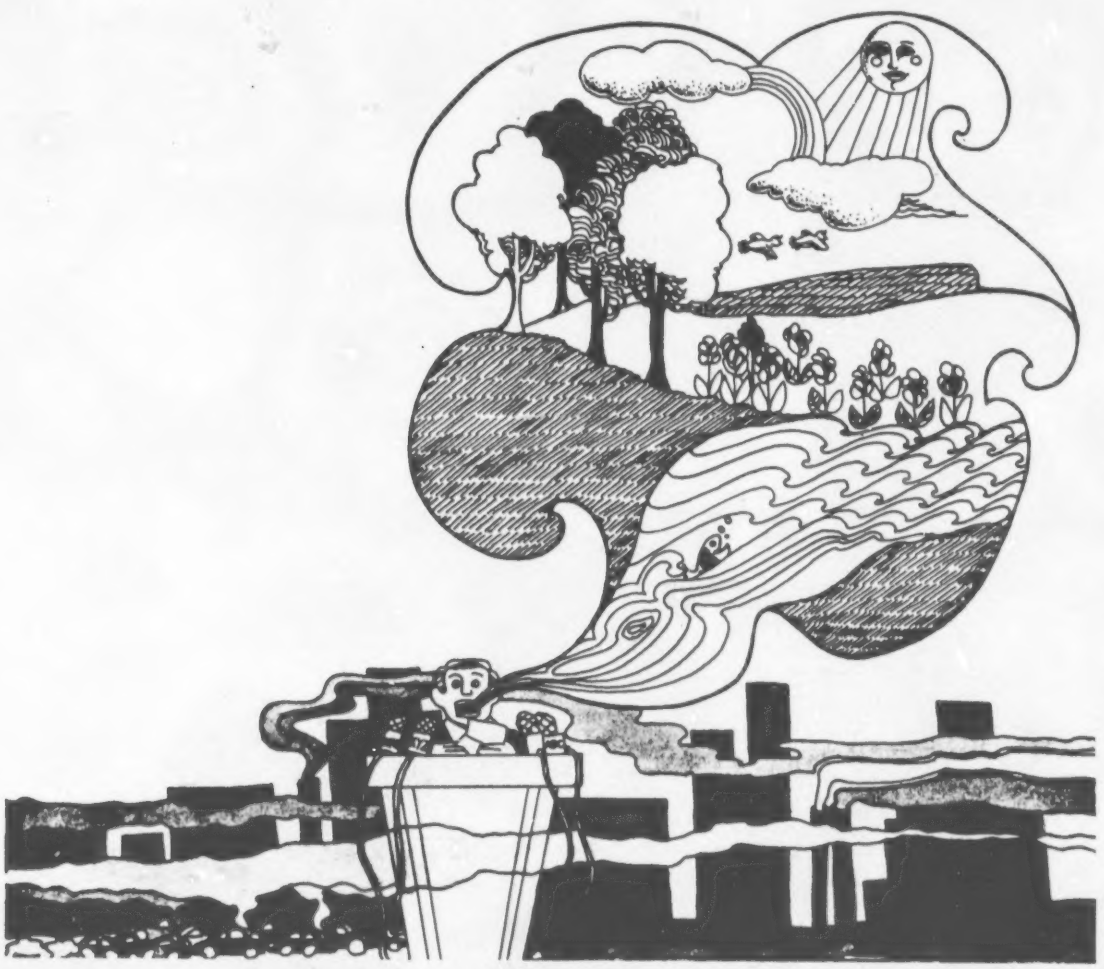
The following is a summary of how we went about organizing a Peace and World Order Studies Program at the Catholic University of America.

The process began in a simple way. I got together with two other students to talk about forming an organization that would sponsor peace and justice activities on campus and have as one of its main goals the establishment of a peace studies program on campus. We drew up a statement of purpose, and called ourselves the Peace Studies Group. Other students soon joined. We got official student organization status, which entitled us to a budget, use of facilities, etc.

The Group sponsored speakers and activities on peace and justice and held regular meetings. We continued to get some members, and while we provided a forum for discussion of important issues we also became known on campus. We also talked about the idea of a peace studies program. Several of us in the Group got particularly involved in working on the establishment of the program, and I'll now discuss what we did.

First, we became more familiar with existing peace studies programs and the field in

general. We got brochures from colleges that had programs and read publications such as Paul Wehr and Michael Washburn's book, Peace and World Order Systems: Teaching and Research (Beverly Hills: Sage Publications, 1976) and the Christopher's pamphlet by Joseph Fahey, Irenology: The Study of Peace (New York: The Christophers). These two publications were especially helpful; Fahey described the program at Manhattan College and gave suggestions on how to establish a program, and Wehr and Washburn gave an excellent overview of the field, described some programs, suggested a model program, and steps on how to establish a program. These two publications were indispensable in our efforts. Basically we followed their suggestions and made plans to get about six professors involved in our program efforts. These professors had to be from various disciplines since the program was to be interdisciplinary, and these professors would form a coordinating program committee. Before approaching the professors who we thought would be interested, we became very familiar with the field and with some of the prominent journals of the field -- such as the Journal of Conflict Resolution and the Journal of Peace Research -- so that we could emphasize that we were talking about a serious field of academic study, not some "fad", and that we wanted to institutionalize a serious academic program that would be around for a long time. As it turned out, several of the social science professors knew and respected the Journal of Conflict Resolution and its old home, the Center for Conflict Resolution at the University of Michigan,



and this gave them an academic "handle" on what we were talking about. Likewise, one of the professors had been somewhat involved in the peace research area, and immediately understood what we meant. We got our six faculty members, put them in touch with each other, gave them some of the peace studies materials we had, and let them start talking to each other. We were blessed with a very interested and humanistic group of professors, all of whom had academic and personal interests in peace studies topics, and were glad to articulate these interests even more in an organized program.

By now we students were in touch with some outside help--George Lopez, director of the University Network of the Consortium of Peace Research, Education and Development; Sherle Schwenninger, director of the Transnational Academic Program of the Institute for World Order; and Sr. Alice Gallin, director of the Association for Catholic Colleges and Universities. They were familiar with peace studies programs and gave us much help. Each of them came to the campus and gave a talk on peace studies, and spoke to interested students and faculty. This provided quite a boost.

We then did something which I now see in retrospect to have been very important: we wrote up, typed and sent to these professors our "Brief Report on the Establishment of a Peace Studies Program at Catholic University". In this paper (only 6-7 pages long—any more and it might not have been read) we presented what it was we were after. We said that we wanted an interdisciplinary undergraduate program that would be like a "minor" and that some 80 other universities, Catholic and non-Catholic, already had such programs. We noted that such a program would be fitting at Catholic University because of the expressed concerns of the Church, and quoted some relevant Church statements. We said that we wanted a program that would deal with what people in the field called "negative peace" --the problems of violence's causes and the methods of nonviolent conflict resolution; and "positive peace"--the problems of social justice, and that the program should deal with these topics in a multi-level manner--from the domestic to the international levels.

This proposal was important because it gave these faculty members something concrete to consider and discuss with one another. Without this proposal the whole notion of the program and what it could look like at Catholic University would have been too abstract. It also showed that we were doing our homework. We got favorable comments on our proposal from the three advisors mentioned above which we showed to the professors. They decided to accept our proposal completely, and thus it became the blueprint for our program.

I would strongly suggest that anyone organizing a program write such a proposal as early as possible and give it to interested faculty members. This can make a

tremendous difference. Don't be afraid to cite references, like Wehr, Washburn, and Fahey, etc. The proposal must educate the faculty to some extent as well as argue for the worthiness of such a program. And if your school has a religious affiliation or tradition, look for supportive church statements and include them.

Many other factors helped our efforts as well. One was the grant we received from the Institute for World Order which helped several faculty members either create or revise courses. This grant freed-up some time for these busy professors so that they could look over the literature and utilize it in their courses. This was important because even if faculty members want to create or revise courses, it may be too time-consuming.

The final important issue was spreading the word among students about the developing program and its courses. We did this by mimeographing the course descriptions and distributing them to members of the Group and posting them on campus bulletin boards. This helped a lot as students who had never heard of the program became interested.

Thanks to the interest and efforts of our six faculty members, the administration has been very receptive to our efforts. Many people and various factors helped, but without these professors our efforts would have been fruitless.

PEACE AND WORLD ORDER STUDY PROGRAMS

Listed below are peace and world order studies programs located in colleges and universities in the United States.

Akron, University of
Bethel College
Boston College
Chapman College
Colgate University
Colorado, University of
Earlham College
Georgetown University
Goddard College
Goshen College
Juniata College
Kent State University
Manchester College
Manhattan College
Missouri, University of
Notre Dame, University of
St. Joseph's University
School for International Training
Southern Illinois University
Syracuse University
Wayne State University
Wilmington College
Wisconsin, University of

This list is in no way exhaustive of the opportunities to study peace and world order today. Many colleges and universities, including the ones listed below offer a wide selection of peace and world order courses but simply have not placed them into a coherent, formal program. Thus, it is possible for students at the institutions listed here, if creative, to arrange an independent concentration in Peace and World Order studies.

American University
Antioch College
Augsburg College
Beloit College
Bethany Theological Seminary
Carlow College
Catholic University
Connecticut, University of
Cornell University
Dartmouth College
Dayton, University of
Dubuque, University of
D'Youville College
Edgewood College
Florida, University of
Harvard University
Hawaii, University of
Hilbert College
Houston, University of
International School of Education
Iowa, University of
Kean College of New Jersey
Lafayette College
LaVerne College
Lowell, University of
Mankato State College
Maryland, University of
Massachusetts, University of
Mennard Junior College
Michigan State University
Michigan, University of
Minnesota, University of
Monmouth College
Nebraska, University of
North Carolina, University of
Oberlin College
Oregon State University
Pennsylvania, University of
Pittsburgh, University of
Portland, University of
Princeton University
Rocky Mountain College
Rutgers University
St. Cloud State University
St. Louis University
College of Staten Island
Union College
Vermont, University of
Wesleyan University
Western Michigan University
William Patterson College of New Jersey
Wittenberg University

Excerpted from Mini-Directory of Peace Studies Programs (Consortium on Peace Research, Education and Development, 1981) and Peace and World Order Studies: A Curriculum Guide (Institute for World Order, 1981).